

RETURN TO GOR DOCS. CLERK

WORKBOOK

CG AUX.

Department of Transport

FOREWORD

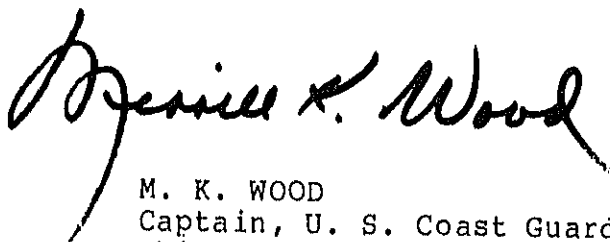
This workbook is to be used in conjunction with the Revised Auxiliary Instructors Text, CG-336. It is intended as an aid for both home and classroom study.

Construction of the workbook parallels that of the lessons. The workbook lessons contain both questions and practical applications that reinforce and clarify the important points in the text.

The Auxiliary Instructors Training Course is intended for new Auxiliarists who are interested in teaching Public Education or Member Training. Prior to taking this course, the Auxiliarist must be Basically Qualified and it is assumed that they possess the required knowledge of the subjects they plan to teach.

The examination at the end of the course is quite comprehensive. The workbook should be completely reviewed prior to examination time. The examination questions are composed of material presented in the lectures. The text - CG-336 is the source of the test and contains no trick questions but does require a good working knowledge of the subject. The questions are of multiple choice type. Care must be taken in making the correct choice for although more than one answer may appear applicable, there is only one correct answer.

This workbook was developed through the efforts of numerous Coast Guard Auxiliary and Coast Guard personnel who provided the knowledge and expertise in Instructor Training. To all who had a part in its development, "Congratulations" and a hearty "Well Done."



M. K. WOOD
Captain, U. S. Coast Guard
Chief Director of the Auxiliary
By direction of the Commandant

Student Workbook Table of Contents

| Lesson | Page |
|---|------|
| ONE | |
| A. First Assignment - Introduction..... | 1 |
| B. Second Assignment - Learning..... | 2 |
| TWO | |
| A. First Assignment - Instructor/Student..... Communication | 4 |
| B. Second Assignment - Human Relations..... in the Classroom | 7 |
| THREE | |
| A. First Assignment - Lesson Planning..... | 9 |
| B. Second Assignment - Demonstration-Performance..... Method of Teaching | 11 |
| FOUR | |
| A. First Assignment - Lecture Method of Teaching..... | 13 |
| B. Second Assignment - The Guided Discussion..... Method of Teaching | 14 |
| FIVE | |
| A. First Assignment - Instructional Aids and..... Their Uses | 16 |
| B. Second Assignment - Subjective Evaluation..... of New Instructors | 17 |
| SIX | |
| A. First Assignment - The Auxiliary's Public..... Education Program | 19 |
| B. Second Assignment - The Auxiliary's Member..... Training Program | 20 |
| APPENDIX A. | |
| A. Psychology for the Instructor..... | 35 |
| B. Logical Thinking..... | 37 |
| C. Selection Type Test Items..... | 38 |
| APPENDIX B. | |
| A. Answers to Workbook Questions..... | 40 |
| X C. | |
| Optional Reading Answers..... | 47 |

on One

t Assignment

This assignment addresses the purpose of the course
many of the traits a good instructor must possess.

Chapter One of the Auxiliary Instructor Text, CG-336
answer the following questions:

This course is designed to help make your teaching
experience more _____ to both you and your
_____.

Having knowledge of a subject does not necessarily
equip a person to _____ his knowledge to
his _____.

To be a good instructor you need a certain amount
of _____ and a sincere desire to share
your _____ with others.

_____ is the only practical approach
to preventing many types of accidents which happen
on the water.

No amount of knowledge can supplant _____
_____. However, application of the
_____ in the this text will provide
direction to the teaching situation and aid the
instructor.

Which of these would be involved in any teaching
situation;

- a. The instructor _____
- b. The student _____
- c. The subject matter _____
- d. The method of instruction _____

The intent of this text is to show the new instructor
how to be a _____.

The instructor must be a _____
senses of the word.

The _____ of the
consequent _____
will depend on the _____
instructors.

One of the most important tasks in the Auxiliary is
_____.

- 1-11 If the instructor is to succeed he must have the proper _____.
- 1-12 Unless _____ are understood and controlled they can _____ the most herculean effort.
- 1-13 The effective instructor recognizes his own _____ and _____ and works to _____ them.
- 1-14 Teachers exert an _____ for good or bad on the personalities and _____ of their students.
- 1-15 An Instructor should feel _____ to help each student realize his full _____.
- 1-16 The importance of _____ cannot be over-emphasized.
- 1-17 The instructor must cultivate a _____ attitude.
- 1-18 Of the following traits which must a good instructor have?
a. Respect for the student's personality
b. Maintain an attitude of reserve and not autocratic
c. Be effective
d. Be firm and frank
- 1-19 The instructor must _____ an adapt to many situations and roles.

Second Assignment

Man learns from the time he is born until he dies. Every instructor/student must understand the learning process. This assignment is devoted to the study of learning. A good understanding of this lesson will increase the student's effectiveness not only in the classroom but later in his career as an Auxiliary instructor. Read Chapter Two of the Auxiliary Instructor Text, CG-336, and answer questions 1-21 thru 1-37.

- 1-20 One of man's outstanding characteristics is that he is a _____.
- 1-21 The teacher should know what happens to the student when he _____ and, in turn, what he himself can do to make the student's learning more _____.

- 1-22 Learning is _____.
- 1-23 The instructor must be able to define, observe, _____, and _____ the changes that make up learning.
- 1-24 The teacher must know why some students learn more than _____ and what makes some lessons _____ while others are not.
- 1-25 The Law of Effect is based on the _____ reaction of the learner.
- 1-26 Teachers should be cautious about using _____ motivation in the classroom.
- 1-27 The Law of Frequency states that those things most often _____ are best remembered.
- 1-28 The Law of Recency states that the _____ things learned are best _____.
- 1-29 The Law of Primacy demands that what the teacher teaches must be _____ the first time.
- 1-30 The Law of Readiness asserts that a person learns best when he is _____ to learn.
- 1-31 A vivid _____ or exciting experience teaches more than a _____ or boring experience states the Law of Intensity.
- 1-32 The factor having the greatest influence on learning is _____.
- 1-33 If motivation is of the right kind, the student will know what his _____ are and his _____ and how to reach them.
- 1-34 Students learn best by _____.
- 1-35 The effective teacher makes sure his students have _____ to do and this type of instruction makes learning _____.
- 1-36 Students do not learn at the same _____.
- 1-37 The teacher has several _____ to measure the progress of the student.

Lesson Two

First Assignment

This assignment is dedicated to explaining the one area of Instructing which governs the degree of success or failure an instructor may have - Communications. With good communications your chances of successfully imparting your knowledge of the subject matter to your class are excellent. Without good communications, your chances are little or none. Read Chapter Four of the Auxiliary Instructors Text, CG-336 and answer the following questions:

- 2-1 Teaching should be a _____ force in the development of attitudes, understanding, and skills that last long after the students leave the classroom.
- 2-2 Teaching demands effective _____.
- 2-3 Speaking, _____, listening and _____ are the most common methods of _____.
- 2-4 Teaching occurs only when the _____ and are able to interchange thoughts to the extent of mutual understanding.
- 2-5 The three components of communication are a _____ a symbol carrying meaning, and a _____.
- 2-6 Perhaps the greatest single barrier to effective communication is lack of a common core of _____ between the instructor and the student.
- 2-7 Words and realities can be _____ causing _____.
- 2-8 It is important that instructors realize the _____ in confusing symbols with things they symbolize.
- 2-9 Concrete words refer to objects that human beings can _____ directly, while abstract words stand for ideas that cannot be _____ experienced.
- 2-10 Abstract words are necessary and useful, not to bring forth specific items of _____ but to serve as symbols that sum up vast areas of experience.
- 2-11 The student has no way of knowing what _____ the instructor intends an abstraction to include, but by using _____ words he narrows and gains better control of the produced image.

- 2-12 The instructor's failure to organize his ideas can interfere more seriously with student understanding than would _____
- 2-13 The communicator's ideas must have meaning for the _____ in terms of his own knowledge and experience.
- 2-14 It is natural to like _____ and logical things.
- 2-15 Effective communication depends upon _____ organization of the ideas to be communicated.
- 2-16 Three important factors that affect the final choice of objectives are;
(1) The audience
(2) The ages of the students
(3) The time available
(4) The occasion
- 2-17 To teach students, the instructor must know the level of their _____, age, sex, and their need for the subject.
- 2-18 Three sources of information will prove helpful to the instructor; his own knowledge and experience, the _____ of others, and study.
- 2-19 The instructor must remember he can adequately support only _____ or _____ main points in a period of about thirty minutes.
- 2-20 Patterns selected for organizing the teachers ideas include; Time, topical, cause and effect, and _____ of which the best is the one that readily accomplishes is overall objective.
- 2-21 The final step in planning a lesson is to _____ his ideas.
- 2-22 The inherent parts of a speech are the _____ the body and conclusion.
- 2-23 Students require explanation _____ or proof of statements.
- 2-24 Vivid, concrete examples help put _____ across.
- 2-25 Comparisons are _____ devices for simplifying complicated ideas.

- 2-26 Statistics can establish or _____ a point in an argument if used wisely.
- 2-27 The instructor's delivery of a lecture can give the ideas dignity, force, and _____.
- 2-28 The instructor must develop a sense of communication with his audience and to his _____.
- 2-29 Sincerity and _____ are contagious qualities.
- 2-30 To hold attention, a voice should be easily _____, pleasant, and characterized by variety in pitch, _____, and rate.
- 2-31 A good presentation can be made truly effective by _____ use of gestures and vocal emphasis.
- 2-32 Speakers must be on guard against the development of _____ or _____ which prove distracting to the student.
- 2-33 Notes, used wisely, have certain _____.
- 2-34 A good teacher must establish a _____ with his audience.
- 2-35 People take a good measure of your effectiveness by your _____ and _____.
- 2-36 A person hears, often without _____.
- 2-37 Lack of retention may be caused by lack of _____.
- 2-38 It is possible, when listening, to become too involved in _____. Listen for the main ideas.
- 2-39 Listening requires physical and _____ preparation.
- 2-40 Comprehension and retention records of students who take _____ are consistently _____ than those who do not.
- 2-41 Speed is not as critical as _____ but it is important.
- 2-42 A step in improving comprehension and speed is to increase the _____.

Second Assignment

A portion of the success an Instructor enjoys is influenced by a factor which we call Human Relations. This assignment discusses some of the ways Human Relations can affect learning and some of the things an Instructor can do to improve Human Relations in the classroom. Read Chapter Six of the Auxiliary Instructor Text, CG-336 and answer the following questions:

- 2-43 The instructor in the Auxiliary often finds that keeping abreast of the _____ in his subject can pose a real challenge.
- 2-44 The measure of a teacher's effectiveness is how well his students _____.
- 2-45 The superior instructor never loses his awareness that his _____ are _____ beings.
- 2-46 When something prevents a student from achieving his goal, he becomes _____.
- 2-47 From observing the reactions of his students, the instructor comes to recognize their behavior _____ and he is able to help them solve their problems.
- 2-48 "Defense Mechanisms" are subconscious defenses against the _____ of unpleasant situations.
- 2-49 When a student cannot accept the _____ reason for his behavior, he may rationalize.
- 2-50 A student may escape from a frustrating situation by taking _____ either physically or mentally.
- 2-51 Aggressive actions of students in the classroom are usually _____ but may be _____.
- 2-52 Of the following instructor's responsibility is to;
 - a. Keep students motivated
 - b. Keep students _____
 - c. Treat students as individuals
 - d. Give credit where due
 - e. Criticize _____.
 - f. Be consistent
 - g. Admit _____ errors.
 - h. Handling the _____ student.

2-53 The frustrated student may lose all interest and
_____.

2-54 To control whispering or loud talking by students
during a lecture, the instructor should create
_____ for a short
period.

Lesson Three

First Assignment

An effective Instructor devotes much time and energy preparing for each lesson. This preparation is known as Lesson Planning. Only with careful planning can the Instructor be certain he has included all necessary ideas and organized the material to help his student achieve the lesson's objective. The assignment deals with lesson planning and all facets of preparation the Instructor must utilize. Read Chapter Seven of the Auxiliary Instructor Text, CG-336 and answer the following questions:

- 3-1 Every superior executive or professional man knows the price of excellence is _____ and the effective instructor spends much time and energy preparing for each class.
- 3-2 In planning a lesson, the instructor is concerned with _____ steps.
- 3-3 Steps in planning a lesson are:
 - a. Establishing an objective
 - b. Directing the _____
 - c. Limiting the topic
 - d. Selecting the level of _____
- 3-4 The principal Levels of Learning are Familiarity, Knowledge, _____ and _____.
- 3-5 Other levels of learning include desire, appreciation and _____.
- 3-6 A clear concept of the basic purpose in planning gives _____ to the instructor's efforts.
- 3-7 After the lesson objective has been established by the instructor he should _____ what his students are to learn.
- 3-8 The student must understand that learning can progress only from what he _____ already _____.
- 3-9 The teacher can help himself by putting himself in the place of the student and asking questions that are necessary to meet the lesson.
- 3-10 The instructor spends considerable time in _____ and research of his topic.

- 3-11 While doing research, the instructor is likely to find some material that the students should read in _____ for the classroom period.
- 3-12 Two important criteria for selecting support material for a lesson are _____ and _____ to the student.
- 3-13 After gathering the necessary data, the instructor should organize his material in a manner that effectively _____ and _____ the desired learning outcome.
- 3-14 One of the most effective ways to organize a lesson is to divide it into _____.
- 3-15 The introduction of a lesson should accomplish _____ purposes.
- 3-16 Attention, overview, and _____ are parts of a lesson.
- 3-17 The main part of the lesson is the _____.
- 3-18 Organizing a lesson so that the students will grasp the logical relationships of ideas is not an _____ or _____ task.
- 3-19 The three basic elements in the conclusion of a lesson are summary, _____ and closure.
- 3-20 The students' actual knowledge of the subject should dictate the complexity of the _____ to be covered and the approach to be followed.
- 3-21 A teacher should think not in terms of his activities as a teacher, but in terms of the _____ activities as a learner.
- 3-22 A lesson plan enables the instructor to pass complete information to a _____ instructor for presentation to the class in case of the prime instructor's absence.

Second Assignment

The Demonstration-Performance Method of teaching has survived the test of time the caveman used this method to teach skills essential to survival. Instructors and students still appreciate and profit from the advantages of this universal method of teaching. This assignment covers the Demonstration Performance method in detail. It is a foundation lesson for Instructors to use in their performance of duties. Read chapter eight of the Auxiliary Instructors Text, CG-336 and answer the following questions:

Second Assignment

- 3-23 The Demonstration-Performance method is based on the principle that we learn by _____.
- 3-24 Every instructor should recognize the importance of student _____ in the learning process.
- 3-25 The instructor should identify the most important _____ outcomes for the student early in a lesson in the Demonstration-Performance method of teaching.
- 3-26 The instructor should explain and demonstrate the steps involved in _____ the skills he is teaching.
- 3-27 The students will be able to perform the skill more proficiently if they actually _____ as they learn.
- 3-28 During practice, the instructor helps the student, pointing out any _____ and helping him eliminate any rough spots in his _____.
- 3-29 Students learn better if they understand how the lesson will _____.
- 3-30 Much of the learning involves _____.

- 3-32 In teaching a skill, the instructor must convey to the students the precise actions they are to _____.
- 3-33 The teacher must _____ the students the actions necessary in _____ the skill.
- 3-34 By combining the explanation and the _____, the instructor will improve the students' understanding of the skill.
- 3-35 The two phases of student performance and _____ are performed concurrently.
- 3-36 Through doing, the students must learn to follow _____ procedures, meet a reasonable _____ schedule, and reach established _____.
- 3-37 Through _____, the instructor must discover how well his students have learned.
- 3-38 To insure the accomplishment of the Auxiliary's missions, each member must perform his duties _____.
- 3-39 Basic qualification and advanced training courses in the Auxiliary emphasize _____ student _____.
- 3-40 By moving through a group, the instructor can observe, _____, _____ students and give special attention to those needing it.
- 3-41 In supervising individual performance, the instructor must detect _____ practices as they appear.
- 3-42 Successful team practice demands an instructor who brings resourcefulness, ingenuity, and _____ to his task.

Lesson Four

First Assignment

This assignment deals with the lecture method of teaching. Certain times and situations point to the Lecture Method of teaching as the most suitable educational approach. The lecture can be used to introduce students to a new subject, summarize ideas, show relationships between theory and practice and re-emphasize the main points. Using the lecture method, the instructor can interest the student in the subject and motivate them to discuss it. Read Chapter Nine of the Auxiliary Instructor Text CG-336 and answer the following questions:

- 4-1 Every instructor should know how to use the lecture method of teaching to help his students achieve lesson _____ and desired _____ outcome.
- 4-2 The types of lectures include:
 - a. The illustrated lecture
 - b. The briefing type
 - c. The formal speech
 - d. The _____ lecture
- 4-3 The success of the teaching lecture depends on the instructor's _____ effectiveness.
- 4-4 The main purpose of _____ a lecture is to build self confidence.
- 4-5 In the classroom lecture, _____ rather than _____ words should be used wherever possible.
- 4-6 The instructor should clearly _____ any technical terms included in the subject matter.
- 4-7 The four possible ways an instructor can deliver a lecture are:
 - a. Reading
 - b. Reciting _____ material
 - c. Speaking extemporaneously
 - d. Speaking impromptu
- 4-8 The informal lecture includes active student _____.
- 4-9 In the informal lecture, the instructor can achieve student participation through the use of _____.

- 4-10 In a lecture, the instructor can present many ideas in a relatively short time; it is possible and suitable for introducing a subject; can be used to present difficult information; and to _____ other ideas.
- 4-11 The lecture method can have drawbacks. It may not provide for student _____, doesn't enable the instructor to estimate students' progress, and may not hold the _____ of the class.

Second Assignment

This assignment deals with the Guided Discussion Method of teaching. Discussion is a common part of every day life. Informal face to face exchanges of thought and ideas occur frequently. Since discussion is a familiar and comfortable way to exchange ideas and reach conclusions; it is ideally suited for use in the classroom. Read Chapter Ten of the Auxiliary Instructor Text, CG-336 and answer the following questions:

- 4-12 One method of teaching is the _____ method, and it is ideal also for conducting a seminar.
- 4-13 Discussion is a _____ approach to teaching, and is particularly adapted to student participation.
- 4-14 In group discussion, the student can fulfill his personal-social needs by working with _____.
- 4-15 The discussion method can also be used effectively in teaching _____ material.
- 4-16 Planning for a guided discussion session is _____ the same as planning for a lecture.
- 4-17 In the guided discussion session the teacher should plan at least one lead-off _____ for each desired learning outcome.
- 4-18 In preparing for a guided discussion session, the instructor must make certain the students are aware of the lesson _____.
- 4-19 If the instructor is asked a question he cannot answer, he should _____ that he _____ the answer.

- 4-20 The "Questioning Technique" helps the instructor insure that every member of the group _____.
- 4-21 Questions are the lifeline of _____.
- 4-22 After asking a question, the instructor should give the students an opportunity to _____.
- 4-23 In preparing questions, the instructor should remember that his purpose is to bring about _____, not merely to get answers.
- 4-24 Students' discussions must not _____ from the subject matter that supports the learning objective.
- 4-25 Aids that stimulate discussion include films, filmstrips, lectures and outside _____ assignments.
- 4-26 The instructor who uses the discussion method must know how to keep students under control, and how to help them handle _____ relationships constructively.

Lesson Five First Assignment

This assignment covers instructional aids and their uses. Instructional Aids are an integral part of verbal instruction. An understanding of principles in the use of Instructional Aids will help an instructor use such aids more effectively in putting his objectives across to his students. Read Chapter Eleven of the Auxiliary Instructor Text, CG-336 and answer the following questions:

- 5-1 Instructional aids are devices to help students understand and achieve _____ objectives.
- 5-2 Instructional aids bring _____ into instruction.
- 5-3 To be effective, the aid should illustrate only one main idea or procedure since the human eye likes to consider one _____ at a time.
- 5-4 Instructional aids have _____ uses in the classroom.
- 5-5 Commonly used aids are chalkboards, illustrations, _____, graphs, maps, bulletin boards, cartoon, _____, motion pictures, tape recorders, and scale models.
- 5-6 When to use instructional aids will be determined largely by the instructional _____.
- 5-7 Whatever aid is used, it should be simple, direct and should illustrate _____ idea.
- 5-8 For best results, the instructor should always _____ the training aid before _____ it to the class.
- 5-9 Other principles common to all aids are:
 - a. Use those that emphasize or illustrate _____ points in the lesson.
 - b. Plan how and when they will be used.
 - c. How will it be _____.
 - d. Be sure it can be heard or seen by the class.
 - e. Don't block the students _____.

- 5-10 A film enables the student to learn much in a short time because it is a perfectly _____ presentation.
- 5-11 A good film can attract and hold the attention of a _____ group of students.
- 5-12 Slides are ideal for presenting _____ information.
- 5-13 To improve the quality of projected aids, these factors should be considered:
- a. Room must have adequate facilities
 - b. Select an effective seating plan
 - c. Choose the loudspeaker _____.
 - d. Determine the best _____ location.
 - e. Determine screen size and location.
- 5-14 When showing films, thread the projector beforehand. Check the _____, adjust the _____ and tone for the room.
- 5-15 The Presentation Checkoff List includes _____ items.
- 5-16 The instructor owes it to himself and his students to keep his subject matter abreast of _____.

Lesson Five

Second Assignment

This assignment deals with subjective evaluation of new instructors. The subjective evaluation of new Instructor effectiveness and proficiency is essential. Properly conducted, subjective testing can become an effective means of up-grading the quality of Instructors in the Auxiliary. Constructive criticism and timely suggestions are quite effective in shaping a new Instructor to the Auxiliary mold. Read Chapter Thirteen of the Auxiliary Instructors Text, CG-336 and answer the following questions:

- 5-17 The testing of a prospective instructor as to his proficiency and _____ is by its very nature subjective.
- 5-18 An objective testing program can never really prove an instructor's ability to transmit ideas _____.
- 5-19 Following the presentation, a brief but searching _____ of the prospective instructor's presentation should be made in his _____.

- 5-20 Individuals considered "not quite ready" to conduct a class on their own should be encouraged to act as _____ instructors.
- 5-21 Tact and the "right" examiners are _____ to this type of qualification.
- 5-22 Each new instructor should test himself by the _____ device shown in this course.

Lesson Six

First Assignment

This first assignment covers the Auxiliar Education Program. Education of the Boating P conducted under the supervision of the Public Officers. It is their responsibility to provide instructors for public education classes. Suf mation is presented in this lesson to enable t Education Officer to organize an effective Pub Program. Read Chapter Fourteen of the Auxilia Text, CG-336 and answer the following question

- 6-1 The effectiveness of public education de entirely on the efforts of the flotilla the _____ officer .
- 6-2 The Public Education Officers' primary c should be effective publicity, competent proper training _____ and adequa
- 6-3 Public education classes should be condu approved Coast Guard Auxiliary _____
- 6-4 All flotilla and division officers in th education department should maintain a l communication with the _____ and advised of their plans and successes.
- 6-5 All public education courses should be p advance, ideally _____ to a _____ to facilitate proper location, dates, an
- 6-6 Public education classes can be presente time. In fact they can be presented _____
- 6-7 A myth that should be dispelled is that education classes cannot be held in the
- 6-8 Instructors should be lined up _____ appropriate consideration given to using aides who have never taught a class.
- 6-9 The PE Officer should arrive _____ building and _____ the classroom
- 6-10 At the first session, the person in char a short talk on the _____ and its pu welcome the class and lay down the _____

- 6-11 Subsequent classes should _____ on time,
break on time, and _____ on time.
- 6-12 At graduation, arrange for an officer to give a short
congratulatory talk and perhaps arrange for a short
persuasive talk concerning _____ in the
Auxiliary.
- 6-13 Remember, a class has not been conducted successfully
unless the _____ are
completed.

Second Assignment

This Assignment covers the Auxiliary Member Training program. Training of the Auxiliarists is conducted under the supervision of the Member Training Officers. It is their responsibility to provide training in every stage of the Auxiliarist's career, starting with BQ and finishing with AUXOP. This assignment will enable the Member Training Officer to organize an effective Member Training program. Read the following supplemental material on the Auxiliary Member Training program and answer questions 6-14 through 6-40 on pages 32-34.

The Auxiliary Member Training Program

I. General

At the time of this writing the Auxiliary Member Training Department has been in existence for approximately three years. During this period, many of the objectives have been accomplished, the remainder will take more time.

If member training is to be effective, it must begin with the flotilla members, and particularly the member training officer (FSO-MT). His primary concern is the training of the flotilla members in BQ, IT, CE and AUXOP.

People join the Auxiliary to learn and do. An active training program will enable these people to do just that. It is one of the best methods for member retention.

Each flotilla should have a quarterly, semi-annual or annual training program this program should include:

- (1) Basic Qualification Training
- (2) Specialized Training
- (3) Seminars
- (4) Advanced Training
- (5) Service School Training
- (6) Correspondence Courses
- (7) Flotilla Training Topics

The duties of the Member Training Officer include:

(1) Conduct and coordinate training sessions on Instructor, Courtesy Examiner and Operational training.

(2) Work in close cooperation with other Auxiliary training officers towards the development of a progressive over-all training program for Flotilla/Division/District.

(3) Foster interest in enrolling in and completing Auxiliary advanced and specialty courses as well as Coast Guard Institute Courses.

(4) Assist in establishing an aggressive Basic Qualification program for new members.

(5) Encourage a continuous program of retaining the interest of members through training activities to the end that all Auxiliarists will seek a higher level of knowledge in subjects pertaining to recreational boating safety and related areas.

(6) Report monthly by letter to his superior the progress in the field of Member Training.

(7) Keep correspondence and records pertaining to his office and deliver same to his successor in office upon his assumption of duties.

II. District Staff Officer - Member Training (DSO-MT)

A. The DSO-MT heads all Member Training staff and committee units at the district level and works directly with and for the DCO and VCO.

B. The specific duties of the DSO-MT include:

(1) Review the Auxmis reports to evaluate strength and weaknesses in the district MT program.

(2) Promote, advise and assist division Member Training officers as needed and undertake special projects as designated by the DCO and VCO.

(3) Schedule Instructor Qualification courses and Instructor Seminars throughout the district with sufficient frequency, and in enough locations to meet the needs of the district. He will coordinate these, with the DSO-PE to insure that there is no conflict with other scheduled activities.

(4) Assistant district staff officers (ADSOs) may be appointed by the DCO to assist the DSO-MT. The appointment of ADSO's is optional. It must be based on the actual need in each district and shall be subject to approval by the District Commander.

III. Division Staff Officer - Member Training (SO-MT)

A. The SO-MT heads all Member Training staff and committee units at the division level. He shall review the monthly and quarterly AUXMIS reports concerning

Member Training activities by flotillas and members in the division.

B. The specific duties of the SO-MT are as follows:

- (1) Insure that a maximum number of flotillas are participating in the Member Training Program and that a sufficient number of Member Training courses are being conducted to meet the needs of the flotilla
- (2) Maintain a line of communication between DSO-MT and FSO-MT
- (3) Establish an instructor pool for intra-flotilla use
- (4) Coordinate training classes within the division and with other divisions and boating organizations as necessary.

IV. FLOTILLA STAFF OFFICER - MEMBER TRAINING (FSO-MT)

A. The FSO-MT heads the Member Training function at the the flotilla level. He shall maintain records of training and ensure that all instructor/assistant instructor missions and man hours are forwarded to the District Director for inclusion in Auxmis. The FSO-MT shall review the monthly and quarterly AUXMIS reports concerning Member Training activities of the flotilla.

B. The specific duties of the FSO-MT shall be as follows:

- (1) Maintain a record of all flotilla Member Training instructors. This record should indicate the individuals preference, his abilities for teaching various subjects and his availability (day-time) for teaching assignments
- (2) Evaluate the training needs of the flotilla and keep the SO-MT informed when training assistance is needed from the division or when instructors are available to give assistance to the division.
- (3) Schedule training classes continuously throughout the year as required to meet the needs of the flotilla
- (4) Arrange for classroom facilities
- (5) Remind all instructors to complete form CG-4947 following each instructor mission to include the name, member numbers and hours for both instructor and any assistant

- instructors, and submit directly to DIRAUX.
 - (6) Provide any slides or movies requested by the instructor
 - (7) Order the necessary supplies from the designated FSO-MA
 - (8) Order and prepare certificates of completion, supervise the final examination, note the final grades and submit an Auxiliary Course Completion Report, CG-4954 to DIRAUX
 - (9) Coordinate an appropriate ceremony to present the completion certificates to the students. These certificates are normally presented by the flotilla commander.
- C. The following duties shall be carried out by the FSO-MT unless a separate class chairman has been specifically appointed.
- (1) Responsible for the acquisition and care of course materials, slides, movies and other supplies required during the course
 - (2) Attend each class
 - (3) At each class, arrange to have members assist in grading homework
 - (4) Call the instructor the day before the class to make sure he has not forgotten.
 - (5) Have the students complete their homework prior to coming to class (except for the first night).
 - (6) Handle registration of the first night by using a simple roster. At subsequent classes, be responsible for the roster. Have the students sign in as they arrive.

V. MEMBER TRAINING COURSES

When presenting member training courses, the Member Training Officer must be mindful of certain areas which will demand his immediate and constant attention in order to be successful in his post. Four important items are:

- 1. The Flotilla Commander and Division Captain should establish a comprehensive and thorough basic training program for enrollees.
- 2. The Member Training Officer should ensure that the subjects required by the Auxiliary Membership Qualification Guide CG-302 are being taught properly by the instructors.
- 3. Students must be permitted to freely question the instructors regarding the subjects being taught. Instructors must be well versed in their fields to answer the questions.
- 4. Insure that the enrollees are exposed to the material contained in CG-302-1, CG-305, the BS & S Text and

There are seven areas of training the Member Training Officer must be concerned with. They are:

1. Basic Qualification training
2. Specialized training
3. Seminars
4. Advanced training (AUXOP)
5. Correspondence courses
6. Service school training
7. Flotilla training topics

VI. BASIC QUALIFICATION TRAINING

Basic qualification training is the initial training given to every person who enrolls in the Auxiliary. Basic Qualification (BQ) carries with it both privileges and responsibilities. Some of which include the right to wear the Auxiliary uniform and fly the Auxiliary's blue ensign. Basic Qualification can be accomplished by attendance at one of the periodic BQ classes conducted by the Flotilla and Division. A grade of 75% is required for passing each course. The closed book examination is conducted by the instructor or a proctor chosen by him or the FSO-MT. A report of the examination results and the answer sheets are forwarded directly to the District DIRAUX using form CG-3616. The second stage of BQ involves a practical demonstration. Certification of each phase of the practical demonstration is made in writing on form CG-3616 by one of the following persons:

1. Flotilla Elected Officer
2. Division Elected Officer
3. District Elected Officer
4. Flotilla Membership Training Officer
5. Division Membership Training Officer
6. District Membership Training Officer
7. Coast Guard Commissioned Warrant or Petty Officer
8. Auxiliary Operational Member (AUXOP)

The conditional member may satisfy a large portion of the BQ requirements by successfully completing the Auxiliary Boating Skills and Seamanship Course. Any member who achieves an examination score of 75% or better on this 12 lesson course will have completed requirements for 6 of 8 subjects required on BQ. A listing of BQ course objectives can be found in CG-302 Section A. Section B lists the BQ practical demonstrations requirements.

VII. SPECIAL TYPES of MEMBER TRAINING

A. Courtesy Examiner

Upon achieving BQ status the Basically Qualified member may study for and become a courtesy examiner (CE). Members desiring to become active in the Courtesy Examination Program must become familiar with the contents of the Courtesy Examiners Handbook CG-289. For initial qualification as a CE the BQ member must:

1. Pass the current CE Qualification Examination
2. Satisfactorily assist in the conduct of at least five (5) Courtesy Motorboat Examinations (CME) and/or Facility Inspections.

The examination is a closed book, two hour time limit exam with a passing score of 75% or better. The exam is administered by qualified Auxiliarists who certify the results. Further information regarding the CE Program can be found in CG-302. Qualification for certification as Aviation Inspector and Communication Inspector are discussed in CG-302 and will not be covered in this chapter.

B. Instructor

Instructor training is said to be one of the most important of the Member Training courses. Instructors take care of teaching of the public education and member training courses as well. Any BQ member may seek qualification as an instructor. To become initially qualified as an instructor a BQ member must:

1. Pass the Instructor Qualification Examination
2. Have taught at least (3) hours in the presence of a qualified instructor.

The Instructor Qualification Examination is based exclusively on the material contained in the NEW AUXILIARY INSTRUCTORS MANUAL - CG-336. The exam is multiple choice with a passing grade of 75% or better to qualify. Further information regarding instructor requirements can be found in CG-302 and will not be covered in this chapter.

VIII. SEMINARS

Once members are initially qualified as an Instructor, Courtesy Examiner, or Operator they must be kept current on any changes or additions to their particular program. This is accomplished by requiring all Instructors, Courtesy Examiners, and Operators to attend the applicable annual seminar. Seminars serve as a refresher course that touches the highlights of the program itself

and present any changes that may have been introduced into the program. Such seminars normally do not exceed two hours in length. Handouts containing information on recent changes to the particular program should be made available to all attendees. This will enable them to review the fine points of the seminar and pass the information on to the members.

IX. AUXILIARY OPERATIONAL SPECIALTY TRAINING (AUXOP)

The purpose of AUXOP training is to give expertise and training to Auxiliarists so they can better perform their duties. Most of the courses are designed to give training in skills necessary for patrols and on-water activities. The AUXOP courses available are:

- A. Seamanship
- B. Navigation
- C. Communications
- D. Patrol Procedure
- E. Search and Rescue
- F. Weather
- G. Administration

CG-302 outlines in detail, the objectives of each course. It also defines the practical demonstrations, if required. Texts and workbooks have been prepared for all the specialty courses except Administration. The availability of the study material is listed on the Membership Training Information Sheet published annually in the IT Seminar Guide and CG-302.

These courses can be studied by attending a class or through home-study by the Auxiliarist.

When the study has been completed, a request for examination is made to DIRAUX on form CG-4887. DIRAUX must be given a minimum of three weeks lead-time for their purposes of assigning proctors for the examination. The closed book examination is conducted by Coast Guard personnel and selected AUXOPS. The answer sheets and tests are collected by the proctor and sent to the Director of Auxiliary thence the Coast Guard Institute for grading. A minimum grade of 75% is required for passing. DIRAUX will advise the student of his grade and if no practical demonstration is required, will award him a certificate for passing the course. If the course requires a practical demonstration, then form CG-3890 must be used. The performance of the practical demonstration must be witnessed and signed by an AUXOP, an Auxiliarist who has passed the course, or authorized Coast Guard personnel.

The Auxiliarist is privileged to wear the Operational Specialty Ribbon for the first course he passes. This ribbon takes precedence and is worn ahead of ribbons for

Courtesy Examiner, Instructor and 5 year award. A bronze "Anchor Device" is added to the ribbon for each subsequent course passed. A silver "Anchor Device" is worn when six courses have been passed.

When all seven Specialty Courses have been passed, the member is awarded, by the Coast Guard, the AUXOP pin. Approximately 898 Auxiliarists have this award at this writing.

X. CORRESPONDENCE COURSE

A number of correspondence courses offered by the Coast Guard Institute are available to Auxiliarists. The Institute will honor requests for the following courses:

1. Piloting and Electronic Navigation
2. Celestial Navigation
3. Meteorology
4. Boating Safety

These courses can be obtained through the District Directors office at no cost. Interested members should complete form CGI-2102 and send it to DIRAUX for approval. Do not send it directly to the Institute. Further information regarding these courses can be found in CG-302.

XI. SERVICE SCHOOL TRAINING

- A. Selected Auxiliarists are invited annually to attend the National Search and Rescue School located at Governors Island, New York for a specially tailored Search and Rescue (SAR) Course. The general program consists of classroom lectures interspersed with several practical problems, tours of various SAR facilities, guest speakers who are prominent in the field of Search and Rescue, group seminars, examinations and homework. The objective of the course is to give the student a general understanding of the overall search and rescue field with the practical capability of skillfully handling small boat SAR cases.
- B. In addition to the National SAR School, the Coast Guard conducts annual workshops for Auxiliarists covering the areas of Courtesy Examination (CE) and Advanced Instructor Training. Each workshop is one week in length. In the past these workshops were confined to the National Boating Safety School at the Coast Guard Reserve Training Center, Yorktown, Virginia. They have since been expanded to include the U.S. Army Armor School at Fort Knox,

Kentucky and the Coast Guard Training Center at Petaluma, California. For Courtesy Examiners, these workshops give intensive training in the latest methods in each of the critical areas of the CME program. It is the intent that each graduate of these workshops return to their divisions and flotillas and give the information they received wide dissemination through Seminars and workshops throughout. For Instructors, these workshops give Auxiliary Instructors the opportunity to become exposed to the Advanced Instructor Techniques. They are taught to be better instructors than they were when they arrived. The program consists of classroom lectures, student participation, extensive use of video taping and homework. As with the CE workshop, it is hoped that the graduates will return to their divisions and flotillas and conduct workshops and seminars utilizing the techniques and information acquired at the national. Through these efforts a good Instructor Training Program will be made better. Selected Auxiliarists may attend either workshop or both.

XII. FLOTILLA TRAINING TOPICS

Before Auxiliarists can do anything for the Auxiliary or the Coast Guard, they must first LEARN to DO. Although most members of the Auxiliary attend several flotilla training sessions in conjunction with becoming Basically Qualified or becoming qualified as an Instructor of Courtesy Examiner, only a relatively few Auxiliarists pursue AUXOP status through the seven (7) multi-lesson advanced courses of the Auxiliary Operational Specialty Course (OSC) program.

To fill this training gap between BQ and AUXOP, and to provide training opportunities for members who do not have the interest or time to take full advantage of the OSC program, a series of interesting Auxiliary and boating-related short subjects which can be presented in conjunction with the regular flotilla meetings has been developed by the Department of Member Training of your National Staff in cooperation with Coast Guard Headquarters and is being distributed as completed. It is suggested that the flotilla training officer select one of these informal training topics and have a qualified flotilla member present it during a 30 to 45 minute time period following the business portion of each flotilla meeting. It is to be noted that the Instructor Guides are structured so that they may be expanded or changed at will to meet the needs and interests of the flotilla members.

It is important that this entire series of Instructor Guides be passed on to each succeeding member training officer. The Instructor Guide for each training topic is pre-punched to permit easy entry into a 3-ring binder. Each Instructor Guide of this series will be numbered in accordance with the Table of Contents. Remember that no member training officer has done his job completely unless some interesting and informative training opportunity is afforded at each flotilla meeting.

The following subject matter will be released periodically and distributed. Each subject may be covered in one or more sub-groups.

AIR OPERATIONS
AIDS TO NAVIGATION
AUXILIARY ADMINISTRATION
AUXILIARY HISTORY AND ORGANIZATION
COAST GUARD HISTORY AND ORGANIZATION
CHART UPDATING
COMMUNICATIONS
DAMAGE CONTROL
FEDERAL BOATING REGULATIONS
FLAG AND UNIFORM ETIQUETTE
FIRST AID
MAINTENANCE PATROLS
PILOTING
RULES OF THE ROAD
SAILING
SEAMANSHIP
SEARCH AND RESCUE
SURVIVAL
WEATHER

A partial and initial distribution prior to January, 1975, contained a TABLE OF CONTENTS, Instructor Guide for four topics, and instructions for setting up a 3-ring binder. Obviously, many of the binders will, for a time, be blank. As the Instructor Guides for the various informal training topics are distributed, they should be entered in the binder in the TABLE OF CONTENTS.

XIII. HOW to CONDUCT a SUCCESSFUL

When conducting a course, whether Flotilla level, two factors will affect the instructor-the students. The success of the course will rest upon the shoulders of the instructor. If he has adequate preparation and so far as the subject he is teaching, he may successfully impart his knowledge to the students. The

of teaching an Instructor must be sure of. It is the purpose of this section to make them known to you, the instructor in order to insure a successful course.

FACTORS INVOLVED IN A PRESENTATION

1. First impressaons are lasting impressions; make a positive and effective start.
2. Prepare thoroughly; you owe this to your students.
3. Develop your self-confidence.
4. Don't talk down to your students; identify with and become one of them.
5. Keep the respect of your students.
6. Motivate your students to learn; show them the need and importance of learning.
7. Don't become stale; continue to learn more about the subject you teach.
8. Don't bluff; admit mistakes
9. Practice humility at all times.
10. If you don't know the answer, tell the student you will find out-then DO it.
11. Do not criticize or downgrade a student.
12. Never tell off-color or ethnic jokes.
13. Never argue, you may win the argument and lose the student.
14. Limit telling your personal experiences.
15. Compliments work wonders; do not hesitate to use them when they apply.
16. Don't teach to a few bright students. Seek out the introvert and the less knowledgable students in the rear and sides of the group.
17. Use simple language; do not try to impress your students.
18. Use tact; be patient and courteous at all times.
19. Be a good listener as well as a good instructor.
20. Maintain poise, avoid nervousness.
21. Watch personal appearance, diction and voice.
22. Never use slang or profanity.
23. Practice the principles of good speaking techniques.
24. Learn to use notes effectively.
25. Stimulate maximum "feedback" from the students.
26. Always be a gentleman, no matter what the provocation.

FACTORS INVOLVED IN TEACHING

1. Treat your students as equals.
2. Maintain discipline through respect.
3. Do a good job (don't rely on your reputation).
4. Don't bluff.
5. Admit your mistakes.
6. Encourage discussion.
7. Compliment good work.

8. Keep the class on its toes.
9. Don't play favorites.
10. Be patient, courteous and tactful.

FACTORS INVOLVED IN TEACHING (Cont'd)

11. Maintain your poise at all times.
12. Watch your personal appearance.
13. Lead the class; you are the boss.
14. First impressions are all important.
15. Be enthusiastic.

WATCH YOUR MANNERISMS. Do not distract your students by:

1. Leaning heavily on the lectern.
2. Pacing nervously.
3. Repeatedly moistening the lips or pursing the lips.
4. Smoothing or running your hand over your hair.
5. Rocking nervously back and forth.
6. Buttoning an unbuttoning your jacket.
7. Pulling on ear lobe or nose.
8. Excessive blinking of eyes.
9. Tapping with pencil.
10. Repeatedly glancing at your watch.
11. Jingling of coins in pocket.
12. Gazing out of doorway or window while lecturing.
13. Staring at the floor or ceiling.
14. Shifting from one foot to the other.
15. Watch to eliminate "uhs", "ahs", and "ers".

WAYS TO ELIMINATE TENSION

1. Remember, the instructor knows more about the subject than the audience.
2. Conceal your nervousness through self control. Nervousness is a normal reaction.
3. Prepare your lesson so well that you acquire a "built-in" confidence.
4. Concentrate on your presentation, not on yourself.
5. Remember, your students want you to help them learn.

FOUR FACTORS THAT MAKE A GOOD LESSON

1. Emphasize the subject at hand.
2. Offer something new and interesting.
3. Lecture must be suited to the learner.
4. Motivation-the student must feel a sense of satisfaction and achievement.

HOW TO KEEP YOUR STUDENTS FROM FALLING ASLEEP

1. All's fair in love, war, and teaching. Don't be

afraid to do almost anything to get the student to learn.

2. There would be fewer complaints about lectures if the lecturer spent more time in the preparation of his lecture.
3. A lecture should stimulate the student to study a particular area in greater depth on his own.
4. Visual aids should be chosen as carefully as your vocabulary.
5. Graphs and charts loaded with facts may seem impressive to the lecturer; they only bore the audience.
6. Do not lose visual contact with the audience; always have some light on your person.
7. Time your presentation to allow at least 15% of the total allotted time for questions.

AUDIENCE PEEVES

1. A random slide presentation.
2. Rambling in the dark.
3. Clinging to the text.
4. Making the electric pointer dance around the room.
5. More than one idea per slide or more than five lines per slide.
6. Audio-visual equipment that does not work.

REMEMBER:

1. Arrive in the lecture room 15-30 minutes early and check out all audio-visual equipment, light switches, screens, etc.
2. ALWAYS carry a spare bulb, extension cord, spare chalk, scotch tape, thumb tacks, and 3-way plug.
3. The ultimate objective of a lecture is to change behavior.

Answer Questions 6-14 through 6-40.

- 6-14 If member training is to be effective, it must begin with the flotilla members and particularly the _____.

- 6-15 Each flotilla should have a quarterly semi-annual and annual training program. This program should include:
- (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
 - (5) _____
 - (6) _____
 - (7) _____
- 6-16 The DSO-MT works directly with and for the _____ and _____.
- 6-17 Coordination of training classes within the Division other Divisions and other Boating organizations is the responsibility of _____.
- 6-18 Maintaining a record of all flotilla MT instructors is the responsibility of _____.
- 6-19 Supplies for flotilla training classes can be ordered from the _____.
- 6-20 It is the FSO-MTs duty to _____.
- 6-21 One of the factors involved in a presentation is: Develop your _____.
- 6-22 One of the factors involved in teaching is: treat your students as _____.
- 6-23 Jingling of coins in pocket is _____.
- 6-24 One factor that makes a good lesson is _____ to your students.
- 6-25 Do not lose _____ with the audience.
- 6-26 One of the pet peeves a class can have is _____ equipment that does not work.
- 6-27 The instructor should arrive _____ equ. _____ screens, etc.

- 6-28 The _____ must insure that enrollees are exposed to the material contained in _____, _____, and _____.
- 6-29 BQ training is _____ given to each Auxiliarist upon enrollment.
- 6-30 Basic Qualification carries with it both _____ and _____.
- 6-31 A grade of _____ is required to pass BQ Training
- 6-32 A conditional member may satisfy most of his BQ requirements by passing the _____.
- 6-33 Two types of special training are _____ and _____.
- 6-34 Seminars serve as a _____.
- 6-35 There are _____ AUXOP courses available.
- 6-36 Objectives for each AUXOP course can be found in _____.
- 6-37 Approximately _____ Auxiliarists have achieved AUXOP status.
- 6-38 Correspondence Courses can be obtained from the _____ by contacting the _____.
- 6-39 Special Service Schools are offered in the areas of _____

_____.
- 6-40 Flotilla Training Topics fill a training gap between _____ and _____.

APPENDIX A

Although Chapters 3, 5, & 12 of CG-336 are listed as optional reading, Appendix A has been set aside solely for review and completion on an optional basis. These chapters will not be covered on the examination but its completion will assist the student and provide him with excellent reference knowledge for the Instructor Training Course.

APPENDIX A

A. Psychology for the Auxiliary Instructor.

This section offers a brief discussion of some generally accepted psychological laws that operate in, and have a bearing upon, the students learning. An understanding of these factors will provide the instructor with the information he needs to plan and present his lesson in a manner that will make the learning experience more effective lasting and enjoyable.

Read Chapter Three of the Auxiliary Instructor Text and answer the following questions:

- A-1 To achieve success, an instructor must _____ the people he teaches.
- A-2 Understanding the student requires familiarity with the basic _____ factors that control and affect the student as he _____.
- A-3 Psychology is the study of _____ and _____.
- A-4 The student of educational psychology often describes his subject matter as _____.
- A-5 The ability to get along with others is vital to _____ teaching.
- A-6 One of the most important tests of learning effectiveness is whether the student can make useful _____ of what he has learned.
- A-7 The two theories of the transfer of learning are _____ to each other.
- A-8 The _____ Theory of Learning and The _____ Elements Theory deeply influence educational patterns.
- A-9 Neither theory of learning provides a _____ workable basis for an education program.

- A-10 The three-step approach to learning transfer might include:
- (1) Teaching known facts thoroughly.
 - (2) Show how these facts relate to past experiences.
 - (3) Provide student with practice in applying these facts.
 - (4) Let the student decide which is best.
- A-11 The leveling off period of learning is called the learning _____. This is the point where the instructor must provide _____.
- A-12 The instructor is responsible for some causes of learning _____.
- A-13 After two to four days it is possible to forget as much as _____ of a body of learned material.
- A-14 Certain basic procedures can help a student _____ what he learns.
- A-15 No learner can focus his attention on one thought _____.
- A-16 When signs of inattention occur the instructor should change the _____.
- A-17 Of the following, which would you consider important student reactions?
- Boredom
 - Confusion
 - Irritation
 - Fear
 - Fatigue
- A-18 Psychologists say that _____ and _____ are responsible for about 95% of man's learning.
- A-19 The demonstration-performance method of teaching is designed to appeal to the senses of _____, _____ and touch.

Appendix A

B. Logical Thinking

This piece of optional reading discusses logical thinking starting with the various types of data used in reasoning and going through some practices that can cause thinking to be illogical.

Read Chapter Five of the Auxiliary Instructor Text, CG-336 and answer the following questions:

- A-1 It is the intellectual activities of man that set him apart from the _____.
- A-2 Of the many types of thinking, _____, thinking is essential in educators.
- A-3 Reasoning must be based on two main kinds of information; _____ and _____ of which the first are events observed or reported by witnesses; the second are the conclusions and judgments of authorities.
- A-4 The reasoning processes are _____ and _____.
- A-5 Conclusions in inductive reasoning are drawn from the study of _____ instances.
- A-6 _____ is the most common type of inductive reasoning.
- A-7 Speakers frequently cite _____ to prove or illustrate a point.
- A-8 The types of reasoning are; Inductive, Hypothesis, Cause and Effect, _____, and Deductive.
- A-9 There may be fallacies in reasoning; An objective _____ attitude can help bring to light any fallacies that may exist in reasoning.
- A-10 Probably the most common fallacy in reasoning is _____.
- A-11 When an instructor offers his students two extreme propositions and implies that no other choices exist, he is using a _____ dilemma.
- A-12 In supporting points made in an oral or written discussion, an analogy must be _____.

A-13 Beware of _____ questions, emotional
_____, bandwagon _____ and
glittering generalities.

C. Selection-Type Test Items

The greatest weakness of selection type test items made by instructors is that they tend to measure only the student's recognition of facts. When these items are carefully devised, however, they may be used in the classroom to measure understanding and ability to apply principles.

Read Chapter Twelve of the Auxiliary Instructor Text, CG-336 and answer the following questions:

- A-1 The three basic forms of selection-type tests are:
1. Matching items
2. True or false
3. Oral or written
4. Multiple choice
- A-2 The selection form for test items provides _____ major advantages.
- A-3 Selection items and tests reduce or eliminate personal _____ in scoring.
- A-4 The high degree of objectivity possible in scoring selection item tests can result in a high degree of _____ in the test scores.
- A-5 By using selection items, the instructor can test _____ to times as many aspects of a course of study in a given time as items which require written essay responses.
- A-6 Selection items do not permit the student to express _____.
- A-7 Students often feel they have a better chance of demonstrating their achievement in _____ answers.
- A-8 Selection type tests must be carefully _____ in advance, and in quantities sufficient to provide a copy for each student.
- A-9 When multiple choice items are used, the student is not supposed to _____ the correct alternative.

- A-10 Special advantages of multiple choice items are;
To measure understanding and ability to apply
principles, test ability to recognize pertinent
information in a confusing array of data, and
differentiate among students with _____
levels of _____.
- A-11 The probability of _____ the correct
answer makes true-false items somewhat inefficient.
- A-12 In taking a test, the students' scores can be
expected to suffer if they are _____,
or distracted by physical surroundings.
- A-13 The instructor should arrive at the examination
room _____
of the class.
- A-14 The instructor must do all in his power to
_____ the students and put them at _____.
- A-15 If the test has time limits, these should be
_____ and observed.

APPENDIX B ANSWERS TO WORKBOOK QUESTIONS

LESSON ONE

ANSWERS

Chapter Location

First Assignment

| | | |
|-------|--|------|
| 1-101 | Meaningful - Students | 1A1 |
| 1-102 | Communicate - Students | 1A2 |
| 1-103 | Training - Knowledge | 1A3 |
| 1-104 | Education | 1A4 |
| 1-105 | Practical - Experience - Principles | 1B1 |
| 1-106 | All of them | 1B5 |
| 1-107 | Good - Instructor | 1B6 |
| 1-108 | Leader | 1B8 |
| 1-109 | Quality - Performance - Competence | 1C1 |
| 1-110 | Training | 1C2 |
| 1-111 | Attitude | 1D1 |
| 1-112 | Attitudes - Thwart | 1D1 |
| 1-113 | Shortcomings - Inadequacies - Overcome | 1D3 |
| 1-114 | Influence - Attitudes | 1D4 |
| 1-115 | Obligated - Capabilities | 1D6 |
| 1-116 | Individuality | 1D6 |
| 1-117 | Scholarly | 1D10 |
| 1-118 | One, three, four five | 1D6 |
| 1-119 | Adjust | 1D14 |

Second Assignment

| | | |
|------|--------------------|---------|
| 1-20 | Learner | 2A1 |
| 1-21 | Learns - Positive | 2A2 |
| 1-22 | Active | 2A2 |
| 1-23 | Measure - Evaluate | 2A3 |
| 1-24 | Others - Effective | 2A3 |
| 1-25 | Emotional | 2B2 |
| 1-26 | Negative | 2B2B |
| 1-27 | Repeated | 2B3-A |
| 1-28 | Last - Remembered | 2B4-A |
| 1-29 | Right | 2B5-A |
| 1-30 | Ready | 2B6-A |
| 1-31 | Dramatic - Routine | 2B7-A |
| | ation | 2C1 |
| | - Objective | 2C3A |
| | ion | 2D1 |
| | Permanent | 2D2 & 4 |
| | | 2E2 |
| | | 2E3 |

LESSON TWO

ANSWERS

Chapter Location

First Assignment

| | | |
|------|-----------------------------------|---------|
| 2-1 | Motivating | |
| 2-2 | Communication | |
| 2-3 | Writing - Reading - Communicating | 4A1 |
| 2-4 | Instructor - Student | 4A2 |
| 2-5 | Communicator - Student | 4B1 |
| 2-6 | Experience | 4B2 |
| 2-7 | Different - Confusion | 4C2a |
| 2-8 | Danger | 4C3b |
| 2-9 | Experience - Directly | 4C3c |
| 2-10 | Experience | 4C4a |
| 2-11 | Experiences - Concrete | 4C4b |
| 2-12 | Limited - Knowledge | 4C4c |
| 2-13 | Student | 4D1 |
| 2-14 | Orderly | 4D2 |
| 2-15 | Effective | 4D4 |
| 2-16 | One, three, four | 4D5 |
| 2-17 | Training - Skill | 4D6a |
| 2-18 | Experience | 4D6b |
| 2-19 | Two - Three | 4D7a |
| 2-20 | Problem - Solution | 4D8b |
| 2-21 | Outline | 4D9bcde |
| 2-22 | Introduction | 4D10a |
| 2-23 | Clarification | 4D10b |
| 2-24 | Ideas | 4E1 |
| 2-25 | Excellent | 4E2a |
| 2-26 | Amplify | 4E3a |
| 2-27 | Effectiveness | 4E4a |
| 2-28 | Audience - Students | 4F1 |
| 2-29 | Enthusiasm | 4F3a |
| 2-30 | Heard - Force | 4F4b |
| 2-31 | Intelligent | 4F5A |
| 2-32 | Habits - Mannerisms | 4F6- |
| 2-33 | Advantages | |
| 2-34 | Rapport | |
| 2-35 | Appearance - Attire | |
| 2-36 | Listening | |
| 2-37 | Concentration | |
| 2-38 | Details | |
| 2-39 | Mental | |
| 2-40 | Notes - Better | |
| 2-41 | Comprehension | |
| 2-42 | Vocabulary | |

LESSON TWO

ANSWERS

Chapter Location

Second Assignment

| | | |
|------|--|------|
| 2-43 | Latest - Developments | 6A |
| 2-44 | Learn | 6A |
| 2-45 | Students - Human | 6B |
| 2-46 | Frustrated | 6B |
| 2-47 | Patterns | 6C1 |
| 2-48 | Realities | 6C2 |
| 2-49 | Real | 6C3A |
| 2-50 | Flight | 6C3a |
| 2-51 | Subtle - Damaging | 6Cba |
| 2-52 | Informed - Constructively - Personal - Disruptive | 6D |
| 2-53 | Give - Up | 6C7 |
| 2-54 | Absolute - Silence | 6D9b |

LESSON THREE

First Assignment

| | | |
|------|-----------------------------|-------------|
| 3-1 | Planning | A1 |
| 3-2 | Four - Major | A3 |
| 3-3 | Objective - Learning | 7A3,1,2,ABC |
| 3-4 | Understanding - Application | 7A-2,C,2 |
| 3-5 | Proficiency | 7A2C3 |
| 3-6 | Direction | 7A2d |
| 3-7 | Specify | 7A2D1 |
| 3-8 | Has - Learned | 7A2b3 |
| 3-9 | Objective | 7A3 |
| 3-10 | Study | 7D1 |
| 3-11 | Preparation | 7Df |
| 3-12 | Usefulness - Interest | 7Dd |
| 3-13 | Develops - Supports | 7E1a |
| 3-14 | Parts | 7E1b |
| 3-15 | Several | 7E2a |
| 3-16 | Motivation | 7E2b,c,d |
| 3-17 | Development | 7E3 |
| 3-18 | Easy - Quick | 7E3d |
| 3-19 | Remotivation | 7E4 |
| 3-20 | Material | 7F1a |
| 3-21 | Students | 7F2c |
| 3-22 | Substitute | 7C1a |

LESSON THREE

ANSWERS

Chapter Location

Second Assignment

| | | |
|------|----------------------------|------|
| 3-23 | Doing | |
| 3-24 | Performance | 8A2 |
| 3-25 | Learning | 8A3 |
| 3-26 | Performing | 8A3 |
| 3-27 | Practice | 8A3 |
| 3-28 | Errors - Performance | 8A3 |
| 3-29 | Benefit | 8A4 |
| 3-30 | Doing | 8A5 |
| 3-31 | Demonstration - Instructor | 8B1 |
| 3-32 | Perform | 8B1 |
| 3-33 | Show, Performing | 8B2 |
| 3-34 | Demonstration | 8B3 |
| 3-35 | Instructor - Supervision | 8B3 |
| 3-36 | Correct - Time - Standards | 8B4 |
| 3-37 | Evaluation | 8B4 |
| 3-38 | Effectively | 8B5 |
| 3-39 | Individual - Performance | 8C1 |
| 3-40 | Assist - Question | 8C2 |
| 3-41 | Wrong | 8C2A |
| 3-42 | Thorough - Preparation | 8C2b |
| | | 8C3b |

LESSON FOUR

First Assignment

| | | |
|------|----------------------------|------|
| 3-23 | Doing | |
| 3-24 | Performance | 8A2 |
| 3-25 | Learning | 8A3 |
| 3-26 | Performing | 8A3 |
| 3-27 | Practice | 8A3 |
| 3-28 | Errors - Performance | 8A3 |
| 3-29 | Benefit | 8A4 |
| 3-30 | Doing | 8A5 |
| 3-31 | Demonstration - Instructor | |
| 3-32 | Perform | |
| 3-33 | Show, Performing | |
| 3-34 | Demonstration | |
| 3-35 | Instructor - Supervision | |
| 3-36 | Correct - Time - Standards | 8B4 |
| 3-37 | Evaluation | 8B4 |
| 3-38 | Effectively | 8B5 |
| 3-39 | Individual - Performance | 8C1 |
| 3-40 | Assist - Question | 8C2 |
| 3-41 | Wrong | 8C2A |
| 3-42 | Thorough - Preparation | 8C2b |
| | | 8C3b |

LESSON FOUR

ANSWERS

Chapter Location

Second Assignment

| | | |
|------|---------------------------|-------|
| 4-12 | Guided - Discussion | 10A1 |
| 4-13 | Natural | 10B1 |
| 4-14 | Other - Students | 10B2 |
| 4-15 | Technical | 10C1 |
| 4-16 | Basically | 10D1 |
| 4-17 | Question | 10D1e |
| 4-18 | Objective | 10D4 |
| 4-19 | Admit - Does - Not - Know | 10E1 |
| 4-20 | Understands | 10E2 |
| 4-21 | Discussion | 10E4 |
| 4-22 | React | 10E5A |
| 4-23 | Discussions | 10E5D |
| 4-24 | Deviate | 10E6A |
| 4-25 | Reading | 10E7A |
| 4-26 | Personal | 10F1 |

LESSON FIVE

First Assignment

| | | |
|------|----------------------|--------------|
| 5-1 | Instructional | 11A2 |
| 5-2 | Realism | 11A4 |
| 5-3 | Important - Subject | 11A5 |
| 5-4 | Many | 11B |
| 5-5 | Charts - Slides | 11A2 |
| 5-6 | Objective | 11C1 |
| 5-7 | One - Main | 11C6 |
| 5-8 | Review - Presenting | 11E1 |
| 5-9 | Introduced - View | 11E1, abcdef |
| 5-10 | Controlled | 11F2b |
| 5-11 | Large | 11F2d |
| 5-12 | Graphic | 11F3a |
| 5-13 | Location - Projector | 11H1 |
| 5-14 | Focus - Volume | 11N7 |
| 5-15 | Twelve | 11T |
| 5-16 | Technology | 11U3 |

Second Assignment

| | | |
|--------|---------------------|------|
| 5-1301 | Effectiveness | 13A1 |
| 5-1302 | Effectively | 13A2 |
| 5-1303 | Critique - Presence | 13A3 |
| 5-1304 | Assistant | 13A4 |
| 5-1305 | Imperative | 13A4 |
| 5-1306 | Self - Rating | 13 |

LESSON SIX

ANSWERS

Chapter Location

First Assignment

| | | |
|------|---------------------------------|--------|
| 6-1 | Public Education | 14A1 |
| 6-2 | Instructors - Aids - Facilities | 14A2 |
| 6-3 | Uniform | 14A4 |
| 6-4 | DSO-PE | 14 |
| 6-5 | Six months - Year | 14C1A |
| 6-6 | Any - Continuously | 14C2 |
| 6-7 | Summer | 14C5 |
| 6-8 | Early - Instructor | 14C6-7 |
| 6-9 | Early - Organize | 14D3a |
| 6-10 | Auxiliary - Ground - Rules | 14D3j |
| 6-11 | Begin - End | 14D4a |
| 6-12 | Membership | 14D4h |
| 6-13 | Proper - Reports | 14 |

Second Assignment

| | | |
|------|--|--|
| 6-14 | FSO-MT | |
| 6-15 | BQ Training - Specialized Training Seminars - Advanced Training Service Schools-Correspondence Courses Flotilla Training Topics | |
| 6-16 | DCO - VCO | |
| 6-17 | SO-MT | |
| 6-18 | FSO-MT | |
| 6-19 | FSO-MA | |
| 6-20 | Attend each class | |
| 6-21 | Self Confidence | |
| 6-22 | Equals | |
| 6-23 | Distracting | |
| 6-24 | Motivation | |
| 6-25 | Visual Contact | |
| 6-26 | Audio Visual | |
| 6-27 | 15-30 Minutes - Audiovisual | |
| 6-28 | MTO - CG-302 - CG-305 - The BS&S Text CG-AUX 481-2(76) | |
| 6-29 | The intitial Training | |
| 6-30 | Privileges - Responsibilities | |
| 6-31 | 75% | |
| 6-32 | BS&S Course | |
| 6-33 | Courtesy Examiner(2) Instructor | |
| 6-34 | Refresher Training Course | |
| 6-35 | 7 | |
| 6-36 | CG-302 | |
| 6-37 | 848 | |
| 6-38 | Coast Guard Institute-District Director | |
| 6-39 | SAR-Vessel Examination-Advanced IT | |
| 6-40 | BQ-AUXOP | |

APPENDIX C-OPTIONAL READING ANSWERS

Chapter 3

| ANSWERS | Chapter Location |
|----------------------------|------------------|
| A-1 Understand | A1 |
| A-2 Psychological - Learns | A1 |
| A-3 Behavior - Experience | B1 |
| A-4 Common - Sense | B1 |
| A-5 Successful | C1 |
| A-6 Applications | C2 |
| A-7 Opposed | D2 |
| A-8 Faculty - Identical | D3 |
| A-9 Completely | D5 |
| A-10 One-Two-Three | D5 |
| A-11 Plateau - Motivation | D7a |
| A-12 Plateaus | D7d |
| A-13 75% | D8a |
| A-14 Retain | D8b |
| A-15 Indefinitely | D9a |
| A-16 Pace | D9a |
| A-17 All of them | D10abcdef |
| A-18 Sight - Hearing | E1 |
| A-19 Hearing - Sight | E3 |

Chapter 5

| | |
|---------------------------------|-----------|
| A-1 Lower - Animals | 5A1 |
| A-2 Logical | 5A2 |
| A-3 Facts - Opinions | 5B1-2 |
| A-4 Inductive - Deductive | 5C1 |
| A-5 Specific | 5C2 |
| A-6 Generalization | 5C1a |
| A-7 Examples | 5C1b |
| A-8 Generalization | 5C1b |
| A-9 Questioning | 5D5 |
| A-10 Hasty - Generalization | 5D6 |
| A-11 Faulty | 5D7 |
| A-12 Literal | 5D8 |
| A-13 Loaded - Appeals - Appeals | 5D9,10,11 |

APPENDIX C-OPTIONAL READING ANSWERS

| Chapter 12 | | Chapter Location |
|------------|---------------------|------------------|
| ANSWER | | |
| A-1 | One, two, four | 12A1 |
| A-2 | Three | 12B1 |
| A-3 | Bias | 12B2 |
| A-4 | Reliability | 12B3 |
| A-5 | Five - Twenty | 12B4 |
| A-6 | Himself | 12C1 |
| A-7 | Writing | 12C2 |
| A-8 | Prepared | 12C3 |
| A-9 | Guess | 12D5 |
| A-10 | High - Ability | 12D7 |
| A-11 | Guessing | 12E3 |
| A-12 | Uncomfortable | 12G1 |
| A-12 | Well - In - Advance | 12G2 |
| A-12 | Encourage - Ease | 12G3 |
| A-12 | Announced | 12G3 |

